



Emergency Medical Services Practicum

Primary Career Cluster:	Health Science
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Course Code(s):	6185
Prerequisite(s):	<i>Health Science Education (5998), Medical Therapeutics (5999), Anatomy & Physiology (3251 or 5991), and Emergency Medical Services (5995)</i>
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
Programs of Study and Sequence:	This is the fourth course in the <i>Emergency Services</i> program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Pamela Sieffert, (615) 532-6270, Pamela.Sieffert@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-health-science

Course Description

Emergency Medical Services Practicum is a capstone course in the *Emergency Services* program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the *Emergency Services* program of study. Upon completion of the course, students will be

proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://tn.gov/education/topic/work-based-learning>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in *Emergency Medicine* program of study, providing an opportunity for an internship experience. For more information on the benefits and requirements of implementing these programs in full, please visit the Health Science website at <http://tn.gov/education/article/cte-cluster-health-science>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills



Safety

- 2) Identify safety hazards in the workplace and demonstrate practices for safe working. Accurately read, interpret, and demonstrate adherence to safety guidelines, including but not limited to guidelines pertaining to electrical safety, infection control, Occupational Safety and Health Administration (OSHA), chemical and back safety. Be able to distinguish between the guidelines and explain why certain guidelines apply. Recognize the need for and employ universal precautions to 100% accuracy.

Postsecondary and Career Preparation

- 3) Research the range of credentials one can earn within the Emergency Medical Service (EMS) system. Investigate both in-state and out-of-state postsecondary programs in a variety of EMS fields. Synthesize research conducted in previous Emergency Medical Services program of study courses to update the portfolio career plan to achieve post-high school goals.
- 4) Research and select an EMS system or company for a project in the EMS field. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize:
 - a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Services provided
 - d. Credentials required for employment and how they are obtained and maintained
 - e. Policies and procedures
 - f. Reports, newsletters, and other documents published by the organization
 - g. Website and contact information
- 5) Search for the resumes of EMS professionals retrieved from the websites of systems, companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 6) Simulate the experience of conducting a job search by researching local employment options. In preparation for a future career in EMS, complete an authentic job application form and compose a cover letter following guidelines specified in the vacancy announcement.
- 7) Participate in a mock interview. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific skills attained in the program of study. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.



Transferring Course Concepts to Practicum

- 8) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Develop a plan to demonstrate skills outlined in previous courses.
- 9) Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Positive and negative aspects of the experience
 - c. How challenges were addressed
 - d. Team participation in a learning environment
 - e. Comparisons and contrasts between classroom and work environments
 - f. Interactions with colleagues and supervisors
 - g. Personal career development
 - h. Personal satisfaction

Portfolio

- 10) Update materials from coursework to add to the portfolio started in *Health Science Education* to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of emergency medicine skills specific to EMS. The following documents will reside in the career portfolio:
 - a. The career plan developed and revised in prior courses
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Artifacts of project outcomes
 - e. Periodic journal entries reflecting on tasks and activities
 - f. Feedback from instructor and/or supervisor based on observations
 - g. Transcripts or other evidence of certifications obtained throughout the program of study

Communication of Project Results

- 11) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, videos, and photographs. Prepare the presentation in a format that could be presented to both a health care professional and non-health care professional audience, as well as for a career and technical student organization (CTSO) competition.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- National Accrediting Agency of Clinical Laboratory Sciences (NAACLS): [Standards for Specific Approved Programs](#)
 - Note: Students must be a completer of a NAACLS approved program in order to sit for a national phlebotomy certification exam.